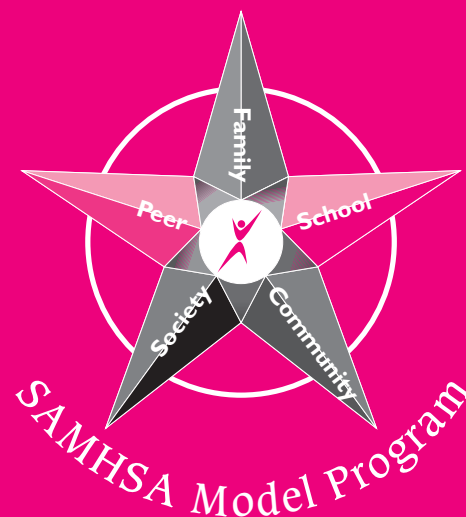




Also available
in Spanish



*Effective Substance Abuse and
Mental Health Programs
for Every Community*

Child Development Project

The Child Development Project (CDP) is a multifaceted, schoolwide improvement program that helps elementary schools become “caring communities of learners” for their students (5 to 12 years old). CDP significantly reduces children’s early use of alcohol and marijuana and their involvement in violence-related behavior. CDP is designed to strengthen connections among peers and between students of different ages, teachers and students, and home and school, in order to promote:

- School bonding—students’ commitment to, and engagement in, their school
- Students’ interpersonal skills and commitment to positive values
- Classroom and schoolwide climate of safety, respect, caring, and helpfulness

The program, which involves students in all grade levels, their families, teachers, and school administrators, prepares children to play responsible roles in their classrooms and schools so that later they can contribute to the wider society. The program has recently been streamlined and strengthened to make it more feasible and affordable to implement and more effective at boosting literacy skills.

TARGET POPULATION

The original CDP student population varied widely: 2 percent to 95 percent of children were receiving free or reduced-price lunch (a measure of socioeconomic status), and 26 percent to 100 percent were minority group members. The program can be implemented in any rural, suburban, or urban elementary school.

Proven Results*

- Alcohol use declined from 48% to 37% of students
- Cigarette use declined from 25% to 17% of students
- Marijuana use declined from 7% to 5% of students
- Other risky behavior declined, including carrying weapons, threats of violence, and involvement in “gang fights”

**Among fifth and sixth grade students in school that fully implemented CDP.*

INTERVENTION

Universal

Selective

Indicated



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

OUTCOMES

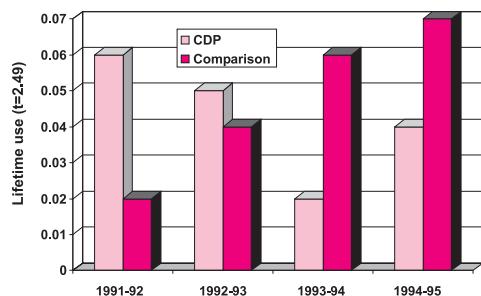
Although issues of substance abuse are not directly addressed in the CDP program, a comprehensive evaluation of the program shows that when well implemented, it produces significant preventive effects on students' use of alcohol and marijuana, and marginal effects on use of tobacco.

In schools where the program led to widespread change in teaching practices, the following effects were shown:

- Prevalence of alcohol use declined by an average 11% over 4 years in CDP schools, compared with an increase of 2% in matched comparison schools.
- Prevalence of marijuana use by CDP students declined by 2% compared with a 2% increase by comparison school students.
- Prevalence of cigarette use by CDP students declined by 8% compared with a 3% decline by comparison school students.

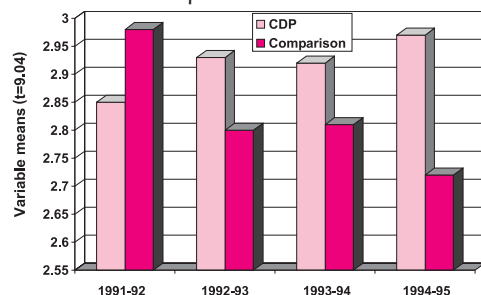
Involvement with Marijuana

Adjusted mean frequency among CDP and Comparison students



Sense of School as a Community

Student questionnaire among CDP and Comparison students



BENEFITS

- Creates an atmosphere of trust and respect between students and teachers
- Nurtures responsibility, fairness, honesty, and helpfulness in students
- Enhances students' conflict resolution skills
- Increases students' academic motivation
- Strengthens family-school-community connections

HOW IT WORKS

CDP is implemented in two phases. Phase I focuses on building a strong sense of the school and classroom community, while Phase II focuses on building students' literacy skills and interpersonal skills.

Phase I

Phase I activities include:

- ***That's My Buddy*** partners older and younger students for academic activities, promotes cooperative learning and relationship building, reduces teasing/bullying behavior, and contributes to a schoolwide atmosphere of trust. Requires 1 hour of class time per week or month and an additional 15 minutes of teacher preparation time.
- ***Homeside Activities*** are short conversational activities (printed in English and Spanish) that students do at home with their parents or caregivers. One or two activities, introduced monthly, provide opportunities for students and parents to share ideas and experiences while offering families a window on what their child is learning in school. These require 15 minutes of class time to introduce to students and 20 to 40 minutes to share in class afterward.
- ***At Home in Our Schools*** details noncompetitive activities that involve students, parents, and school staff, such as Grandparent Gatherings and Family Read-Alouds, which emphasize helping others and creating an inclusive school environment.
- ***Ways We Want Our Class To Be*** details class meetings that provide a forum for students and teachers to reflect, discuss issues, plan, and make decisions that affect the classroom climate, including establishing norms for classroom behavior and finding solutions to common social problems. Class meetings are held as needed to establish a cohesive classroom community.

Phase I components do not have to be implemented concurrently and may be introduced one at a time. A full school year may be needed to establish the program when the components are implemented concurrently.

Phase II

Phase II consists of two major modules:

- **SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words):** A stand-alone instructional module in decoding that develops word recognition strategies and skills that enable students to become independent, confident, and fluent readers. A “decodable text” program, SIPPS is designed to be flexible and wide-ranging both across and within grades. There are three levels of SIPPS that can be used, as needed, in grades one through six.
- **Making Meaning: Strategies That Build Comprehension and Character:** A K-6 module that teaches eight pivotal reading comprehension strategies (e.g., retelling, summarizing, inference, synthesis) and integrates academic, ethical, and social development throughout. This program provides a clearly defined scope and sequence of specific comprehension lessons for each grade level. It also provides ongoing opportunities for students to work together in pairs, small groups, and larger groupings, and in the process to learn important values and interpersonal skills. Full implementation of Phase II usually takes 2 additional years.

IMPLEMENTATION ESSENTIALS

Training for Phase I

There are a range of options for professional development to introduce a school’s staff to Phase I. These include: 1) a 1-day introductory workshop to introduce all four components of Phase I; 2) a 2-day introductory workshop, the second day of which focuses on the class meeting component; 3) a 1-day class meeting workshop; and 4) a 2-day class meeting workshop. (The class meeting-specific workshops are offered because this is typically the most challenging component for teachers to implement.) For districts or small groups of schools located in one region, a cost-saving, 3-day training-of-trainers workshop is offered. Followup visits by Developmental Studies Center (DSC) staff developers also are available to provide coaching and consultation. Fees for workshops and followup visits are \$1,200 per day, plus travel expenses.

Materials for Phase I

- *That’s My Buddy:* one book for each teacher
- *Homeside Activities:* one grade-level book for each teacher
- *At Home in Our Schools:* one book for each member of a coordinating team of staff and parents
- *Ways We Want Our Class To Be:* one book for each teacher

Materials cost approximately \$50 per teacher.

Please contact DSC for more information about training and costs for Phase II components.

Target Areas

Protective Factors To Increase

Individual

- Healthy ethical, social, and emotional development
- Commitment to prosocial values

School

- Attachment (bonding/connection) to school
- Strong sense of community among students in school
- Academic engagement and success
- Caring relationships with teachers

Peer

- Caring relationships with peers

Risk Factors To Decrease

Individual

- Early antisocial behavior
- Lack of self-control, assertiveness, and other social/emotional skills
- Lack of commitment to core societal values

School

- School failure
- Lack of school bonding
- Low sense of community in school
- Lack of family involvement in schooling

PROGRAM BACKGROUND

The Child Development Project has been developed over the past 20 years through a series of demonstration studies and revisions. It has been rigorously implemented and evaluated in such diverse settings as Dade County, FL; White Plains, NY; Louisville, KY; and San Francisco, Salinas, and Cupertino, CA. Copies of various evaluation studies, assessment instruments, program descriptions, and program materials are available from its developer, the nonprofit Developmental Studies Center in Oakland, CA.

EVALUATION DESIGN

In the 1990s, CDP was evaluated using a quasi-experimental design involving two demonstration schools and two comparison schools in each of the six school districts nationally. Beginning baseline assessments were followed by annual assessments for 3 years, using a structured classroom observation system and student and teacher questionnaires. Assessments included standardized multiple-choice achievement tests and performance assessments, and review of school records. (Note: Since this evaluation, the CDP program, specifically the literacy component, has been revised and strengthened.)

PROGRAM DEVELOPER

Eric Schaps, Ph.D.

Dr. Schaps is founder and president of the Developmental Studies Center in Oakland, CA. Established in 1980, DSC specializes in designing educational programs and evaluating their effects on children's ethical, social, and intellectual development. The Center has a full-time staff of 50 whose work has been supported by 40 philanthropic foundations and governmental agencies. Dr. Schaps is the author of 3 books and 60 book chapters and articles on character education, preventing problem behaviors, and school change.

CONTACT INFORMATION

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E-mail: pubs@devstu.org

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Phone: (800) 666-7270, ext. 239
Fax: (510) 464-3670
E-mail: info@devstu.org
Web site: www.devstu.org

RECOGNITION

Model Program—Substance Abuse and
Mental Health Services Administration, U.S.
Department of Health and Human Services
Promising Safe and Drug Free Schools
Program—U.S. Department of Education
Educational Programs That Work—U.S.
Department of Education